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Supervision in the Elementary Grades of the Arlington Heights School

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SUPERVISION IN THE ELEMENTARY GRADES
OF THE
ARLINGTON HEIGHTS SCHOOL

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By

Mrs. Gertrude B. Starnes-Smith

A Thesis in Education
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Bachelor of Science in the Division of Arts and Science
of the

Prairie View State Normal and Industrial College
Prairie View, Texas

August, 1937

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CHAPTER I

Chapter

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INTRODUCTION

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IMPORTANCE OF SUPERVISION

Supervision is recognized as the most important function of the functions of the elementary school. The principal's main chance lies in training on the job. Training on the job means analyzing mistakes and correcting them. A teacher is trained in the job by a principal when the principal observes her, commends her good practice, analyzes her mistakes and shows her how to correct them.

OBJECTIVES OF SUPERVISION BY THE PRINCIPAL

1. Correlation, coordination, and integration of the work of the teacher and supervisors.

(A) The principal is the educational director of the Arlington Heights School.

(B) The principal is familiar with the work in all grades and in all the subjects and activities.

INTRODUCTION

Statement of the Problem

Supervision has for its object the development of a group of professional workers who attack their problems scientifically free from the control of tradition and actuated by the spirit of inquiring.

IMPORTANCE OF SUPERVISION

Supervision is recognized as the most important function of the functions of the elementary school. The principal's main chance lies in training on the job. Training on the job means analyzing mistakes and correcting them. A teacher is trained in the job by a principal when the principal observes her, commends her good practice, analyzes her mistakes and shows her how to correct them.

OBJECTIVES OF SUPERVISION BY THE PRINCIPAL

1. Correlation, coordination, and integration of the work of the teacher and supervisors.

(A) The principal is the educational director of the Arlington Heights School.

(B) The principal is familiar with the work in all grades and in all the subjects and activities.

(C) The principal sees that the habit of reading, writing, spelling, language, arithmetic, etc., are correlated and utilized properly and economically.

2. Adoption of the course of study to local needs, and provisions for needed supplements.--New instruments for educational measurements have shown that the abilities, accomplishments, and needs of the pupils of the same grade, in different schools in the same school system are so different that the same course of study cannot be used successfully. The principal has made himself responsible for the collection and organization of facts concerning the abilities, interest, attainments, handicaps and needs of the pupils of the Arlington Heights School for the course of study necessary to adjust them to their needs.

3. Improvement of classroom organization and pupil placement.--A problem of individual differences. The principal considers the needs and possibilities of individual adjustments as means of improving instructions.

4. Location and strengthening of weak spots in the total instructional program.--Through a continuous supervisory survey, and the inauguration of cooperative supervisory projects for strengthening these weak places. The weaknesses is sometimes found in a particular teacher.

5. Development of a good school spirit.--The problem of control and instruction is made easier by teachers and

of schools, upon whom the responsibilities for the administration of the school rest.

The chief responsibility for results in the individual classroom is placed upon the teacher, therefore, she holds the most strategic position in the entire school. If she fails all others who have responsibility for the results in her room also fail.

Supervision is one of the means that is employed to help achieve the purpose of education. Its effectiveness, like the effectiveness of administration and teaching must have its own particular fields in which to operate. If the supervisory work duplicates the service of others in this school work, it is sure indication that conflicts and dissatisfaction will result and those of us who are responsible for organization have failed to develop an effective scheme.

In the Arlington Heights School the teachers are the only ones who directly improve instruction. The supervisor never attempts to assume the responsibilities that belong to the teacher.

When the definition is construed broadly, it tends to bring the supervisor's work into conflict with every member connected with the school from the Janitor to

HISTORY OF THE SCHOOL

the Members of the Board of Education, because it would be equally correct to define the duties of all being connected with the school as that of improving instruction.

ent's reflection upon the wide participation of the history of the Arlington Heights School. It involves a review of three great periods.

In the year of 1915, the County Board and Trustees of Arlington Heights decided for the need of a school for Negroes in this community. Therefore, a school was organized with 11 pupils and Mrs. Lawrence Baker as teacher. This first school was located in a two-story dwelling house, which was then located on Federal Street, between Herrick and Prevost Streets. School was held here for two years. The building was destroyed in 1917.

The beginning of the third year, 1917, was with Mrs. Tennessee Smith as teacher and an enrollment of 11 pupils. This term of school was held in one of the buildings of the old I. and M. College.

The fourth year began with Miss Pearl Walker as teacher and an enrollment of 16. School was held in one of the buildings of the I. and M. College. Miss Walker taught for three terms, from 1917 to 1920.

In 1921 the term was begun with Mrs. M. E. Thomas as teacher. The enrollment was held at Saint Paul's Church. Seventeen pupils were enrolled. This term was later held in a building of the I. and M. College.

HISTORY OF THE SCHOOL

For many years there has been a growing demand for a grade "A" Elementary School in this prominent community. A moment's reflection upon the wide ramification of the history of the Arlington Heights School #J involves a review of three great periods.

In the year of 1915, the County School Board and Trustees of Arlington Heights Addition saw the need of a school for Negroes in this Community, therefore, a school was organized with 11 pupils and Mrs. Lucienda Baker as teacher. This first school was located in a one room dwelling house, which was then located on Helmack Street, between Merrich and Prevost Streets. School was carried on here for two years. The building was destroyed by fire.

The beginning of the third year, 1917, was with Mrs. Tennessee Smith as teacher and an enrollment of 11 pupils. This term of school was held in one of the buildings of the old I. and M. College.

The fourth year began with Miss Pearl Walker as teacher and an enrollment of 15. School was held in the Boy's Dormitory of the I. and M. College. Miss Walker taught for three terms, from 1917 to 1920.

In 1921 the term was begun with Mrs. G. B. Starnes as teacher. The enrollment was held at Zion Baptist Church. Seventeen pupils were enrolled. Class work was later held in a building of the I. and M. College.

Because of an increase in the attendance of pupils in 1922, the County School Board bought a lot on the corner of Faron and Bonnell Streets and erected a two-room building under the Supervision of Mr. R. N. Riddles, then Principal of the Arlington Heights White School.

The influx of Negro families into this community, brought a considerable number of children into the community. In 1923 when the school bell rang for the opening of school there were sixty-five children to enroll, which necessitated the employment of another teacher in the person of Mrs. Jessie Raleigh. In 1924 Miss Birdie Bunn was added to the faculty.

Because of the congested conditions of the population within the city limits, it became necessary to bring a number of rural districts into the city limits. Arlington Heights was among those added in 1924.

Under the new set up of the City School Board the number of pupils increased to a number of 102, with a faculty of two teachers, Mrs. Jessie Raleigh and Miss Ruth Gibson, and a principal, Mrs. G. B. Starnes.

From 1924 to 1935, a period of eleven years this school has grown from a number of 102 pupils and three teachers to a student body of 325 pupils, nine efficient teachers, and a supervising principal. Included in this present group of teachers is one who was among the first to start to the first school in 1915, in the person of Mrs. Rubye Crawford Jones.

Too much praise cannot be given the present School Board Administration for such wonderful preparations made for the instruction for the children and for the beautiful landscaped campus for the pleasure and welfare of the children, which the principal and every member of the faculty appreciates.

Source of Data

While looking for material on supervision, the writer scanned eight books and three theses. These books and theses discuss the principles and objectives of supervision in elementary schools. They also contain suggestions as to how supervision can be improved in each subject and they attempt to set forth some of the principles that should underline methods of instruction and determine better supervision.

Supervised study on a large scale is to aid in avoiding the waste of time, energy, and community money that commonly results from the poor or unfortunate students failing to carry on effective study at home. Experimental investigations were reported which show that poor students learn much more effectively under supervised study.

An attempt has been made to give here the underlying facts concerning supervised study in the Waco High School. It aids in making improvements in the development

REVIEW OF RELATED STUDIES

The writer had the idea that Reading the thesis on "The Value of Supervised Study in Waco High Schools," written by Charlie Mae Batts in the year 1932 bears out statement that the supervisory program would do much to free supervision from suspicions and disadvantages under which it had labored hitherto. The following is an attempt to describe briefly a few of Miss Batts' ideas on the subject.

Definition of supervised study:

"Supervised study is that plan of school procedure whereby each pupil is so adequately instructed and directed in methods of studying and thinking that his daily preparation will progress under conditions most favorable to a hygienic, economical and self favorable career of intellectual endeavor."

Purpose: "The purpose of supervised study on a large scale is to aid in avoiding the waste of time, energy, and community money that commonly results from the poor or unfortunate students failing to carry on effective study at home. Experimental investigations were reported which show that poor students learn much more effectively under supervised study.

An attempt has been made to give here the underlying facts concerning supervised study in the Waco High School. It aids in making improvements in the development

of its pupils in habit of self reliance and self initiative. It has caused the pupils to guard against or eliminate harmful habits of studying, and aid them in forming correct habits. It has served as a time saver in the elimination of waste of time to useless and unnecessary efforts by students.

means, devices and procedures to be utilized in the attainment of these goals. But carrying through any effective supervisory program it is necessary for the principal to provide for teachers some or all of the following services: (1) Supplying and interpreting materials of instruction, (2) assisting teachers in the use and interpretation of tests, (3) diagnosing errors, planning remedial work, (4) providing illustrations of successful teaching procedures, (5) assisting teachers in the improvement of their techniques of teaching, (6) assisting teachers in methods of classroom organization.

Teachers meetings within a school may be meetings of all teachers, all the teachers of a certain grade, or all the teachers dealing with a given subject. Any type of meeting is profitable in the improving of teaching only to the extent that the principal or person in charge organizes and conducts the meeting with that definite purpose in view. The efficient principal plans the program for each meeting in cooperation with his teachers, giving careful consideration to the recognized

EVALUATING THE PRINCIPAL'S WORK

R. R. Tatum, Supervising principal of Charleston Pollard High School, Beaumont, Texas, stated that when the principal has a carefully worked out set of objectives, the next step is the organization of effective means, devices and procedures to be utilized in the attainment of these goals. But carrying through any effective supervisory program it is necessary for the principal to provide for teachers some or all of the following services: (1) Supplying and interpreting materials of instruction, (2) assisting teachers in the use and interpretation of tests, (3) diagnosing errors, planning remedial work, (4) providing illustrations of successful teaching procedures, (5) assisting teachers in the improvement of their techniques of teaching, (6) assisting teachers in methods of classroom organization.

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needs of teachers and pupils. There may be free interchange of ideas and viewpoints, but the topics for consideration at any one meeting are limited in number and scope in order to give intensive thought to certain specific problems.

Classroom visits for helping the teachers is to

Summary: A principal's supervisory program, consequently is not wholly within his own control, and not only for him to evaluate. The supervisory plan is a cooperative program under immediate direction of the principal and central office.

allow the work to proceed without interruption. Break-
ing into a recitation usually is humiliating to the teacher and usually prevents her from proceeding according to her plans. A large percentage of visits are made at the request of the teacher, and such invitations are encouraged.

Supervising activities within the classroom are not merely to make a visit but to develop suitable methods for visiting, observing and diagnosing classroom activities.

The teacher occupies a position that must be regarded as fundamental in the school. Any conduct on the part of the supervisor which tends to interfere with the teacher's control of the class is a direct injury to the classroom work.

Individual conferences:

Preparation for classes are well included in a general plan which has for its purpose the coordination

CHAPTER II

METHODS OF SUPERVISION USED

IN THE ARLINGTON HEIGHTS SCHOOL

Classroom Visits:

Classroom visits for helping the teachers is to determine the strong point of the teacher in order that the teacher may be encouraged through truthful commendation and to locate problems, difficulties, failures, and to give definite help when it is needed. The supervisor should never break into a recitation, but should allow the work to proceed without interruption. Breaking into a recitation usually is humiliating to the teacher and usually prevents her from proceeding according to her plans. A large percentage of visits are made at the request of the teacher, and such invitations are encouraged.

Supervising activities within the classroom are not merely to make a visit but to develop suitable methods for visiting, observing and diagnosing classroom activities.

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Individual conferences:

Preparation for classes are well included in a general plan which has for its purpose the coordination

of all activities. For fear that random observations are likely to be made with little or no planning for future growth, the supervisor plans her visits. After observing lessons, some time is spent in preparing for the conference with the teacher, which is held away from the distraction of the classroom and without any disorganization of regular schedule. In the Arlington Heights School the morning hour before the opening of school is utilized for conference. To build up the finest condition possible in the Arlington Heights School, it is necessary to hold a conference with a teacher or group of teachers previous to observing how children react.

Here it is possible to prepare the teacher and to work out with her what the observation aims to accomplish.

Under such conditions as these there is likely to be planning in which the teacher contributes a vital part of the plan rather than criticisms for which no remedy is offered if the conference follows the observation.

Summary: Administration and Supervision should be coordinated so as to set up and maintain conditions favorable to learning. In this way the teacher will know what is expected of her and will be encouraged to do her work joyfully, then will the principal be relieved of much concern. From the standpoint of supervision, the supervisor will occupy a position in the background. The teacher will

vitalize the curriculum because she is placed in an environment that thrills her with ambition. The principal will have played his part in creating the environment and thereby securing the desired ends. Though not the most spectacular, this is a most effective supervisory program.

Recognizing the tremendous importance of reading the Arlington Heights School is carrying out a very definite and fairly acceptable program of reading instruction in the primary and elementary grades. Rather comprehensive courses of study have been prepared for this work and excellent bulletins dealing with the various phases of the reading program are issued from time to time.

The course of study for grades one to three contains a wealth of valuable material. Excellent bibliographies are provided for pupils and teachers and various recent studies are summarized. The writers of this course have properly presented the best of many methods rather than any one method so that teachers are given the opportunity to select the materials which they feel are most appropriate for particular groups.

Detailed analysis of this course and consideration of the teaching procedure as observed in the classroom have resulted in the following specific suggestions:

1. The general objectives seem to stress skills to a greater extent than may be wise. Of the

CHAPTER III

SUPERVISION OF BASIC ELEMENTARY SCHOOL SUBJECTS

IN THE

ARLINGTON HEIGHTS SCHOOL

Reading.

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Detailed analysis of this course and consideration of the teaching procedure as observed in the classroom have resulted in the following specific suggestions:

1. The general objectives seem to stress skills to a greater extent than may be wise. Of the

six given in the introduction to the course all but one, "to cultivate a love for the reading of good literature," stress techniques such as "to develop proper eye movement habits," "to develop independence in word recognition necessary for intelligent and rapid silent reading," and the like.

2. The course very properly stresses the advantages of extensive reading, utilizing library periods, class reading tables, and the like.

In the light of present conditions, however, it is impossible for teachers to achieve these aims. There is a sad lack of supplementary books of all kinds. In many cases the teacher has purchased a few extra books herself. Many rooms contain a miscellaneous assortment of worn out A B C books and a great number of old readers of the diacritical marking type, bearing copying dates ranging from 1900 to 1910. Steps have been taken to secure an adequate supply of modern and up-to-date supplementary readers in all schools. A "love for reading of good literature" cannot be gained through the constant re-reading of basal texts. Each child has an access to an interesting variety of well-bound and illustrative literature since growth, appreciation, and enjoyment are to result.

3. The function of phonics as discussed in the

course of study seems in fair accordance with accepted practice in the Arlington Heights School with the exception of one statement which classifies phonics as "the basis of primary reading." The realization that phonics as such should not be taught as a part of the regular reading period, but should be handled in special drill periods is also well in line with recognized authority. The amount of phonic instruction suggested for the first grade, however, both high and low, seems too large. In practice a great deal of time is taken from the reading program as such for development of this phase of work. It is suggested that a careful study be made of the phonics used, for the first grade, especially to find out whether all elements listed in their various combinations are valuable.

4. While the course of study emphasizes the possibilities of furthering reading through the activities of children, the classroom work observed seemed to indicate great dependence upon formal and mechanical means to the exclusion of more natural situations. Flash cards, question and answer teaching seat

work of the older type, chart work, and drill games of all kinds are employed as needed. All of these devices have a place, but they are considered as a means and not ends.

5. Much good work is observed which stresses the social outcome of the reading situation. In one high second grade the children had been grouped according to reading ability. Each group selected its own leader, who was responsible for the work of his group. The children did their reading preparation in groups, the teacher giving them help as needed. After this period of preparation the class discussed the work as a whole, the various members reported the progress of the various members, and the class criticized and made suggestions on these reports. The criticisms were quite logical and valid and were usually accepted. Throughout this part of the work the teacher took no active part in the discussion. More of this type of activity is carried on and the teachers throughout the school are made familiar with it. This is easily done by mimeographing the procedures of a few of the most competent teachers and distributing the units so mimeographed to all the teachers interested in reading.

6. Suggestions are made to the teachers pointing out the possibilities of reading in relation to the other school subjects. Reading as such should and does form an integral part of the work in other fields, and the teachers are furnished with the help necessary to make reading not merely a "reading period" subject but one which carries over and is enriched and built up through the remainder of the school time.

SOCIAL STUDIES.

Under social studies, as used here is included, not only much of the material that is ordinarily utilized in such fields as geography, history, and civics, but also that which might be employed to give pupils a better understanding of the insistent problems of social economic, political and family life. In the first three grades the work in social studies in the Arlington Heights School is integrated around unit titles.

In the intermediate grades time is provided only for geography. Such history and government as is presented is treated incidentally, although the present social studies in the primary grades as in consonance with the general trends in social studies work in this community, it is more completely integrated around larger principles which will stress relationship of content and avoid duplication and over-lapping the gap between primary and elementary grades.

A unified and an integrated program in the social studies has been developed in the Arlington Heights School which includes the pertinent material of geography, history, civics, science health, thrift and the like. The material and activities in this phase of the work is selected according to the degree to which they lead pupils through properly graded materials and experiences to realize the conditions imposed by our present Complex

civilization and to enable them to cope more adequately with the changes that have come about. These understandings are not formal and academic, but they must lead to emotional, intellectual and physical activity.

The most outstanding feature of the Arlington Heights School for the last five years has been the tendency to integrate the material and activities of the school program into larger units centered around big ideas, big truths, big concepts, for the social studies program deals with the programs confronting our people who live in social groups and attempts to interpret the relation existing between the physical world and the various modes of living. Also these studies embody those experiences which help us understand what the people of our community are doing, and what they have done in the past, and what they may do in the future. These experiences are designed to promote understanding of living conditions, appreciation of their possibilities, and knowledge adequate to make worthy living possible.

The social studies in addition to interpreting relationships are stressed so as to develop attitudes of sympathetic understanding of the problems of the people, a spirit of good will and respect for other races, an appreciation of men and women, and groups of men and women who have throughout the centuries helped to make the world a better place in which to live.

ARITHMETIC.

The importance of Arithmetic as a tool in interpreting and taking care of quantitative relationships in ordinary life is recognized by the teachers and principal of the Arlington Heights School, as is indicated by the extensive program which is effective throughout the school.

Two courses of study are now in use, one for grades one to three giving a detailed treatment of the work to be covered and one for the elementary grades which is an outline by grades and weeks of the pages to be covered in the basal text. Analysis of these courses, supplemented by classroom observation, suggests the following recommendation:

1. A careful study is being made of subject matter content to determine whether or not it insures the attainment of the aims set up and the principles implied in the quotations reported in the introduction of each grade. For example, the introduction to the third grade material states that "the work in all grades may be motivated through the use of problems related to the experiences of the pupils in their activities in and out of school. The following suggestions concerning drill from arithmetic courses of the Shorewood, Wisconsin public school, prepared by Miss Laura Keller have been of value to our school: They are as follows:

- a. All pupils participate actively according to Stone, each child during a ten-minute

drill period makes from 150 to 200 responses, responding to the same fact many times.

- b. The drill varies, not merely for the sake of change, but as soon as interest lags.

(Much commercial material is available and is being provided. At the present time the Arlington Heights School is compelled to spend much of its energy in preparing drill devices which can and should be secured elsewhere.)

- c. The drill periods are short and devoted to intensive work. Curtis advises ten minutes a day, day after day is spent in intense, purposeful, snappy practice.
- d. The drill period is scattered. The intervals are short at first and gradually lengthened.
- e. The drills are provided at recurrent intervals throughout.
- f. Drill is rapidly discontinued as the combinations and processes are automatically fixed.
- g. Drill is being used on more than one type of arithmetic situation problem solving, recognizing the process to be used, and drill in thinking through a sensible form, is as necessary as the drill on combinations and facts.

2. For more activities involving numbers are being used, such as The Class Bank, Planning a Party, Making a Theater, Buying from Catalogues, Keeping Personal Accounts, Planning a Vacation trip, and the like. These activities are shown with their relationships and possibilities as far as number processes involved are concerned.

3. More suggestions are being given regarding the incidental teaching of arithmetic through the work of the other subjects.

4. Teachers are being provided with more definite helps for determining probable causes and possible remedies for pupil difficulties.

LANGUAGE ARTS.

Language is an all exclusive subject and one most closely related to the every day life of the child. The child begins in the first grade to develop power in language expression. The power grows in complexity as the child passes on through the grades.

Language presents as many individual differences as there are different environments and different inherent aptitudes. It involves many features, such as freedom of expression, oral and written mechanics, spelling, grammar, vocabulary enrichment, form and correctness. The

child must learn the language for his every day needs whether they are recreational or occupational.

The Arlington Heights School cannot perfect all the phases of this work but is giving the child command of the common means of communication. In order to accomplish this the following fundamental principles are being applied to the teaching of Language: First there are careful selected and organized materials. Second, there are intensive study of the current practices and best method of developing Language power. Third, there is a measuring program to determine whether progress is being made.

At the end of the sixth grade a child, having chosen a subject of his own interest is capable of standing on his feet and talking with a pleasing voice for two minutes, using brief, clear-cut sentences in a good choice of words. Taking the subject, he is capable of writing a paragraph or two on it with some style and free from errors of punctuation and grammar. He is also capable of writing an acceptable sociable and a correct business letter.

In developing Language power the following types of experiences are being used. First: Increasing of expressional power. Second: Developing of a theme in all its relationship. Third: The correlation of all subjects.

The most important experiences are: Story-telling. Story-telling is divided into two types, productive stories and reproductive. Productive stories develop the power

to express original ideas, and the ability to weigh and assimilate related material. Reproductive stories are in developing correct usage, a good choice of words, punctuation and sequence.

Dramatization.--The chief value of dramatization lies in its demand for spontaneous action and conversation. It is interpretative and individual. It is used as a means of reaching the timid and backward child.

Poetry.--Poetry develops three distinct language powers. The study of a poem enriches the child's vocabulary and choice of words. The writing of original poems gives the pupil an excellent opportunity to express ideas and individuality. The reciting of poetry helps to develop posture and poise and pleasing voice.

Letter-writing.--Letter writing whether it be friendly, social or business is the most important of activities. It gives a child the opportunity to express his ideas with clearness, conciseness and form. Through this activity the pupil develops an individual technique that will always meet his needs.

Clubs.--Clubs are assemblies which include in their programs such activities as book reviews, debates, reports, speeches, plays, and construction work, for they develop the power of expressing ideas in a concise, clear manner.

Summary - The Arlington Heights School should develop a supervisory technique which will determine objectives by the readiness of pupils to use reading as a study tool. Since economic and social factors often determine promotions, the elementary grade curriculum must be adjusted to the varying reading abilities of the pupils in these grades.

The curricula are always changing according to the needs and findings of the best groups of children and the most alert teachers. As a city grows, so must its schools develop and seek to adapt courses to the best qualities into children. Revision of courses of study will be a continuous process where contributions from experienced groups are accepted, modified or rejected. The locality of the school the caliber of its patrons, the abilities of faculty all exert their influence in shaping the curricula of the schools today.

What benefits have been resulted from cooperative supervision of a phase of arithmetic instruction?

First: It was brought home to teachers and supervisors that number facts need to become automatic; that the element of thinking has no place here; that the teaching is directed toward automatic responses.

Second: Since complete mastery is not expected in the grade in which the facts are taught, they should be constantly reviewed in succeeding grades, with increasing accuracy and decreasing time.

CHAPTER IV

ADMINISTRATIVE AIDS IN SUPERVISION

ASSIGNMENT OF TEACHERS.

The Platoon organization has been selected for use in the Arlington Heights School because it offers superior opportunity for the principal to arouse and maintain to the highest possible degree in interest of the teachers. The principal also has the privilege of signing each one to the particular type of work for which she possesses the highest degree of skill and the keenest interest. Consider the playground program for example no one questions its educational importance but comparatively few teachers are in sympathy with it. It demands a special type of dress, it requires a special type of mind, it calls for an athletic physique.

The ordinary classroom teacher often thinks of it as a nuisance and considers that it is out of harmony with her other duties. If she conducts a play class of her own, she does it begrudgingly. There are one or two members who are especially qualified by physical and mental constitution to enter into and to direct the play exercises, and to assume the broader duties included in the health program. By proper assignments the direction of instruction is simplified. The director of health readily became an expert on the job and frequently developed skill superior to his own. The chief function

as a superior in this case is to maintain the proper relation of the health program to the other departments of the school.

Other subjects of our curriculum as a Platoon school which require teachers of special aptitudes bear the following titles: Agriculture, Library, Art, Auditorium activities, Literature, Music, Nature Study and Social Science. Each of these subjects require special consideration quite as much as play activity treated above. A teacher of agriculture who is afraid of getting her hands dirty is out of place. To place in charge of a library a teacher who is not a lover of books and who is not interested in caring for them and repairing them is ridiculous. One is not assigned to teach art who knows nothing about art and cares less, nor is one made responsible for directing auditorium activities who is devoid of the emotional nature necessary to instill in children the love of that subject is precluding all possibility of any effective supervision. A teacher who does not know one note from another is never asked to teach music. It would be funny if it were not so pedagogically tragic. To require a teacher who is not interested in nature to direct investigations in nature study would make that activity almost useless. The social science also demands a director who sees in them principles of great value.

INSPECTION VISITS TO CLASSROOM

Frequent visitations and helpful comments give assurance that the principal is awake to her responsibilities and her criticisms are received with the best of good will. The time "dishonored" practice of taking the class to show the teacher how it is done is not tenable in the school. The teachers have increased their ability during the past few years to such an extent that the principal cannot expect to conduct a class that they do not know intimately with a skill of the regular teacher. He is in danger of belittling himself and the teacher who undertakes it.

One or two minutes in the classroom at frequent intervals enables the principal to inspect the work and to conclude whether or not further supervisory steps should be taken. Unless the principal is confident that she can lead the teacher to increase her effectiveness she is permitted to continue her procedure without interference. In any case her ardor is not dulled. A disheartened teacher is useless. In the school her virtues are emphasized and constructive criticism tendered diplomatically. The principal is ever aware of the fact that the classroom teacher is the most potent factor in the school. Schools might be deprived of supervisors and administrators but the loss of classroom teachers would cause the immediate collapse of the whole organization.

She is therefore treated with kindly regard as a means vitalizing the instruction.

FACULTY MEETING.

The teachers meeting immediately before the opening of school, after the summer vacation is made an inestimable value to the principal in saving hours of monotonous supervision after school has been convened. At this time each teacher receives her assignment and the delivery of her equipment. Her duties are made so plain to her that she does not require the attention of the principal during the first few days of school. In so far as possible these directions are done in writing. During the first school day of the year the principal is free to receive and classify new pupils coming to his school for the first time. Pupils who were in school for the previous year are classified by the teachers according to lists and instructions received from the principal during the pre-school meeting. They are in their respective rooms engaged in the regular work of the year within thirty or sixty minutes after the convening of school.

The pre-school meeting, skillfully conducted, does relieve the school head of hundreds of little values that would otherwise occupy his entire time. By having planned for the opening day in detail he soon has his pupils in

their proper places and he is free to make a survey of his entire plant making adjustments here and there as he finds advisable. It is difficult to surmise how he could be more serviceable in improving instructions than in the proper management of the organization of his school year.

A meeting is seldom called unless its importance warrants it and not then unless adequate preparation is made to expedite its proceedings. In matters of opinion, teachers are encouraged to express their sincere convictions freely. They are trained to respect the position of the principal in his relation to the community group to which the school is responsible and having voiced their opinions, they bow to the inevitable with good grace if the outcome is not to their satisfaction.

4. To report the results of experiments carried on within the building or in other parts of the school system.

5. To provide teachers with helpful material preparatory to or following the observation of demonstration lessons.

PRINTED BULLETIN.

The distribution of bulletins provides a valuable method of increasing the effectiveness of the supervisory progress. The purpose for which the bulletin is prepared determines its type and contents, but at certain times, throughout each school year bulletins are issued for such purposes as the following:

1. To set before each teacher in a concise manner the generally accepted educational philosophy of the group.
2. To present summaries of helpful articles or books dealing with current educational problems.
3. To give descriptions of accepted teaching procedures.
4. To report the results of experiments carried on within the building or in other parts of the school system.
5. To provide teachers with helpful material preparatory to or following the observation of demonstration lessons.

Summary - It is known that supervision is carried out in some form daily in every school and the principal is responsible. The main object in supervision is to develop correct study habits and right attitudes.

While reading the various authors and theses, the writer found no definite method in supervision. Five or six authors mentioned different methods; Scientific Supervision, Democratic, Cooperative and Creative.

The best way to be successful in supervising is to become familiar with as many methods as possible. She should study the school and group them according to their capacities, then use the method most suited to the needs of each group.

After reading widely to develop this thesis, the writer found two large values of wide experience gained through reading. The first is the contribution to the broad well rounded development of supervision. Second, wide experience does more than aid in the interpretation of life situations; it also contributes to the development to interpret effectively what is supervised.

Supervision is not contrary to experience but rather is experience accurately described and measured. Many of the methods described in this thesis are successful from the standpoint of supervising experience and will be recognized as such from the personal experience of a teacher.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

The writer has endeavored through observation and supervision of ten classrooms to show the important part of supervision in the every day work of the Arlington Heights School.

The most important factor which influences supervision in a school is the principal.

The principal who carries on a successful, efficient supervisory program possesses certain qualifications. He has those personal and social traits which are necessary to secure the confidence and cooperation of his staff, such qualities as teach sympathy, initiative, enthusiasm, adaptability and resourcefulness. The principal who assumes the professional leadership of his school possesses professional scholarship, insight and imagination. He is devoted to the cause of education and has a well-formulated philosophy in harmony with the progressive generally accepted theories of education. He is a source of inspiration to his teachers because he has a comprehensive knowledge and appreciation of progressive theory and practices in his particular field. The successful principal is a student of human affairs has a well-rounded social philosophy and a thorough knowledge of human psychology. He is not content with the present state of his knowledge

and attainments, but has a definite program of self improvement involving constant study and research.

A principal who has a sound progressive philosophy of education, in all probability has an equally sound and equally progressive philosophy of supervision. He recognizes that the aim of all supervision as far as pupils are concerned is child growth and the improvement of instruction as far as teachers are concerned, is the improvement of teaching. A principal who is able to carry on a professional type of supervision embodying the spirit of service and cooperation will find that this spirit is reflected in the lives of teachers and pupils.

To be effective, a principal's supervisory program must be carefully and definitely planned in advance, without a plan of procedure designed to extend over a certain period of time, supervision will be haphazard, vague and meaningless. A planned program indicates, a principal has thought his situation through, analyzed it and selected for attention the spots. A carefully prepared plan insures definite organization of professional activity directed toward the achievement of certain objectives. A well formulated plan includes the following items:

1. Statement of objectives
2. A clear cut outline of means, devices and procedures to be utilized in the attainment of the goals

3. A list of formal and informal checks or tests to be applied to the results of supervision to determine the success or failure of the program.

Teachers' meetings within a school may be meetings of all the teachers dealing with a given subject. The efficient principal plans the program for each meeting in cooperation with his teachers, giving careful consideration to the recognized needs of teachers and pupils. During the meeting opportunities for the active participation of all teachers in attendance is provided. General teachers' meetings called for the purpose of disposing of matters of organization and administration such as assignment of teachers to corridor duty, matters as distribution of supplies and preparation of reports of various kinds may be taken care of by the bulletin board or by written notices.

Classroom visitation by the principal may be on invitation by teacher, at a scheduled time, or at any time that the principal may wish to "drop into" a room. The principal should visit in the spirit of service, to guide and encourage, and to offer constructive criticisms, never for the express purpose of criticizing a teacher's work destructively.

He should visit teachers to discover whatever strength or skill they possess and seek to lead them on to greater development along other lines.

When a principal's superiority program provides an opportunity for each teacher and each child in the school to attain the greatest possible growth through the exercise of his talents and abilities under expert professional guidance and encouragement, then may the principal's supervisory program be said to be progressive.

A leading educator states, "Education is the process of promoting happy living that conditions in the world and our own wants are changed to increase the fullness with which our desires as a whole may be satisfied." After all the most important thing in education is to have boys and girls wanting to learn. If they refuse to respond the best teaching is of no avail. Any educational procedure in which the majority of pupils really want to master their studies is infinitely better than any accredited method. Such a plan grips essential values in stimulating and guiding mental life. The desire and the ability to lay hold of a difficult task, to solve a difficult problem, to see the thing through, are engendered by our present type of work. Our classes have been converted from a state of passivity to working groups. The work spirit has been created. Our teaching emphasis is now placed upon boys and girls not upon subject matter. We believe that our school is now a more truly democratic institution and that our elementary citizens are receiving the education necessary for a happy life in our great republic.

Recommendation - Learning to read is the greatest fundamental activity of the elementary school. Much time should be devoted to it. Reading is an art that is essential in modern civilized life.

We know that the future of the primary child and correct development depends largely upon the habits acquired and formed in the teaching of reading in the first grade.

The Writer recommends that a child in the primary grades develop desirable fixation pauses, words and sentence recognition, getting the eye from one line to the next and a regard for punctuation marks to the extent of good expression and interpretation.

The Writer further recommends that independent thinking be an important objective in teaching reading in the elementary grades. This can be done through Reading Clubs, an Honor Certificates given by the State Board of Education, and through interesting means.

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